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ABSTRACT

This document describes a study of 5,000 minority undergraduate students whose SAT mathematics scores were 550 and above. Background information, high school program, college experience, and the results of two questionnaires were analyzed. Other information was drawn from a national longitudinal database, High School and Beyond (HS&B). Results indicated that high-ability minority students persisted in mathematics, science, and engineering fields to an unusually high degree. This persistence rate was approximately twice the rate of the "all-ability" HS&B sample. The students who did not persist did so because of a combination of individual and environmental variables. Included in this document are: (1) a description of the survey methods; (2) a survey of related research; (3) a summary of the data and results; (4) a discussion of high-ability minority high school students; and (5) a discussion of high-ability undergraduate students' persistence in mathematics, science, and engineering fields. Appendices include a list of fields under study; copies of the questionnaire; letters; a list of the categories of undergraduate schools; statistical details; and summaries of five capsule studies. (CW)

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